Perkins V
Comprehensive Local Needs Assessment
Size, Scope, and Quality

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FLORIDA DEPARTMENT OF
EDUCATION
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Webinar Overview

In This Webinar…

…We will cover:

- <u>The Purpose</u> of Size, Scope, and Quality (SSQ)

- <u>The Criteria</u> of SSQ

- <u>The Templates</u> for SSQ

- <u>The Process</u> for Determining SSQ

- <u>Questions</u> – FAQ and Open Mic/Chat Time

The Purpose

The Purpose #1 – "To Meet the Needs of All Students"

Required for CLNA in Sec. 134(c)(2)(B)(i):

"A description of how career and technical education programs offered by the eligible recipient are— **sufficient in size, scope, and quality to meet the needs of all students** served by the eligible recipient;"

The Purpose #2 – "To Be Effective"
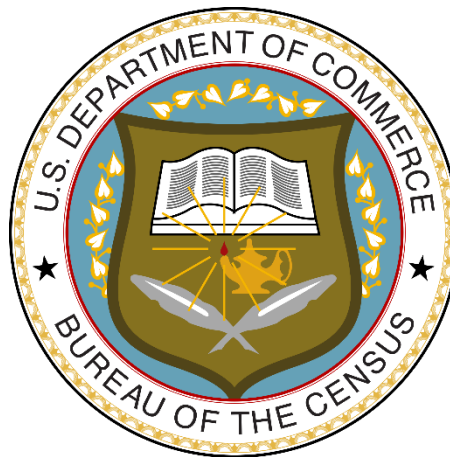
Required for Local Uses of Funds in Sec. 135(b):

"REQUIREMENTS FOR USES OF FUNDS.--Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of **sufficient size, scope, and quality <u>to be effective</u>**…"

The Purpose #3 – Inventory, Census, Well Check

Like…

- A government needing to conduct a periodic census
- Or, a business completing an inventory check
- Or, getting a periodic well check at a doctor's office…

…our legislators have built in a bi-annual CLNA to ascertain the state of CTE locally.

Florida's Standards for Size, Scope and Quality

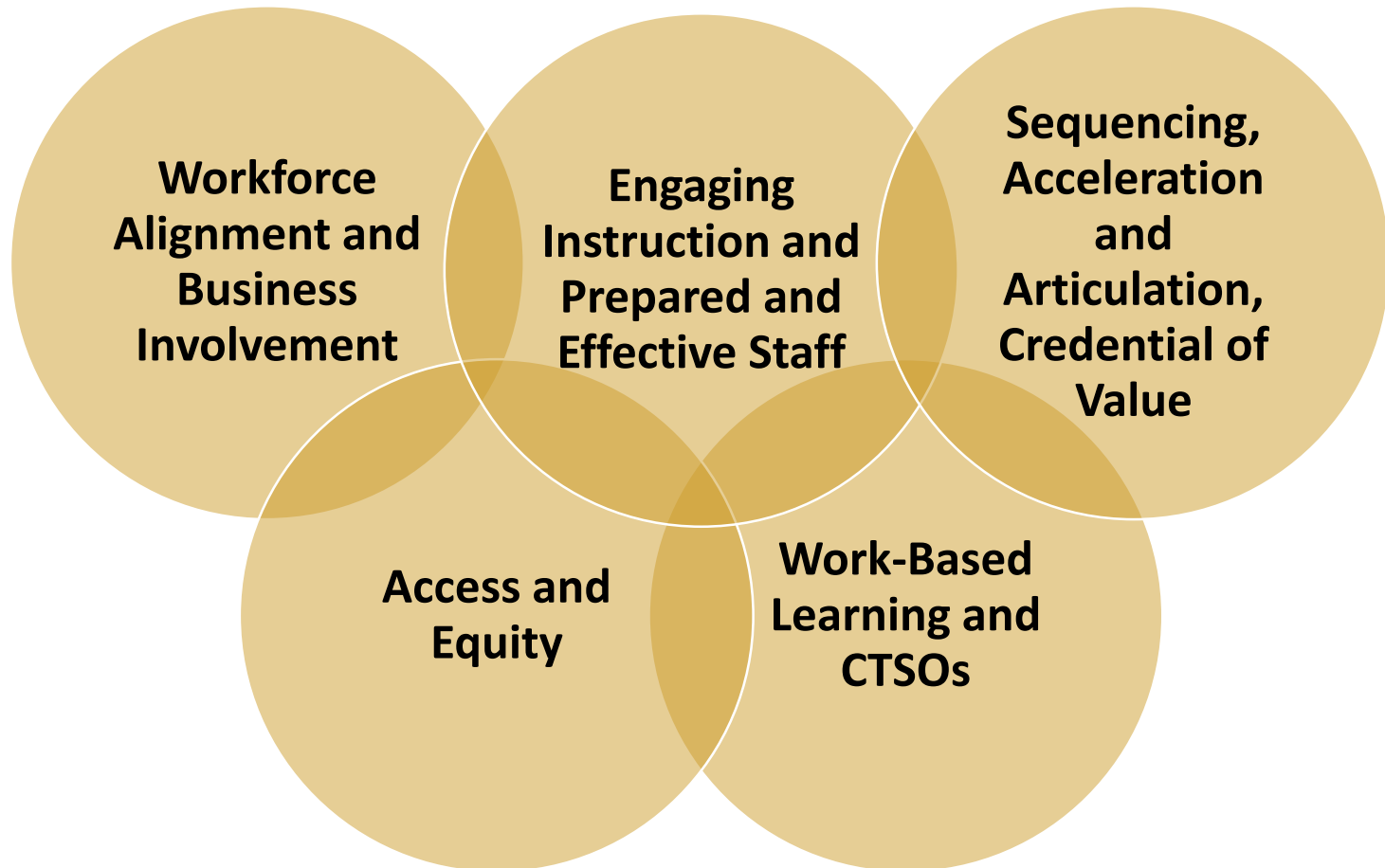**Key Takeaways from Perkins V:**

- Secondary and postsecondary eligible recipients will be required to use the state definition of size, scope, and quality to develop their local plan, a four-year local application (2020-2024), which includes conducting a CLNA.

- Local Perkins funds must be used to support programs that have been identified as meeting the state definition of size, scope, and quality and are substantiated by the results of the CLNA.

- CTE programs that do not meet the size, scope, and quality requirements <u>cannot</u> be supported with federal Perkins funds.

The Criteria

Perkins V Quality Components of CTE Programs

Workforce Alignment and Business Involvement

Engaging Instruction and Prepared and Effective Staff

Sequencing, Acceleration and Articulation, Credential of Value

Access and Equity

Work-Based Learning and CTSOs

Middle School CTE - Size

Each middle school program utilizing Perkins V funds must meet the following requirements:

	Subtopic	Criteria
Size	**Local Alignment to High School CTE**	Provide middle grades exploratory CTE courses (as identified by the Department) that introduce students to CTE programs available at the high school level (grades 9-12) in the school district.
	Number of Courses for Early High School CTE	Provide an opportunity for middle school students who earn CTE high school credit to take at least 2 additional CTE courses in high school in the CTE program started in middle school (or 1 additional course in programs with only 2 courses).

High School CTE - Size

Each high school program utilizing Perkins V funds must meet the following requirements:

	Subtopic	Criteria
Size		

If program is only two courses, both courses must be offered.

High School CTE - Scope

	Subtopic	Criteria
Scope	**Experiential Learning**	Provide high school students an opportunity for work-based learning, career and technical student organizations, or capstone experiences that engage students learning inside or outside the classroom.
	Business and Industry Engagement	Strategically engage business and industry to ensure CTE program offerings meet current or future workforce demand as substantiated by the CLNA.

High School CTE - Quality

Subtopic	Criteria
Credential	Provide an opportunity for students to earn a recognized credential of value (industry certification, license, career certificate, college credit certificate).
Knowledge & Skills	Provide instruction that integrates academic, technical, and employability knowledge and skills.
Equipment, Technology, and Materials	Provide instruction that incorporates relevant equipment, technology, and materials to support learning.
CTE Instructor Support	Provide CTE instructors who are given support to: 1. maintain up-to-date knowledge and skills across all aspects of industry, and 2. maintain relevant evidence-based pedagogical knowledge and skills necessary to support learning.
Equity	Implement measures to eliminate barriers and create opportunities for all students to succeed in CTE.

(left spanning label: **Quality**)

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The Templates

Required SSQ Documentation

- CLNA results must be submitted with your Perkins Application every two years (Sec. 134(b)(1)) with yearly updates, as needed

- There are two parts for SSQ that you will submit:
  - Narrative prompts found in the "Narrative Information and Template Overview"
  - Excel Templates for Size, Scope, and Quality (broken out by level – middle grades, 9-12, District Postsecondary, and FCS)

- All requirements and resources can be found on the FDOE **"Comprehensive Local Needs Assessment" page**

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SSQ Excel Templates Tour

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CLNA: SIZE, SCOPE AND QUALITY Detailed Documentation - 9-12 Career Preparatory and Technology Education

MUST INCLUDE ALL PERKINS ELIGIBLE CAREER PREPARATORY AND TECHNOLOGY EDUCATION PROGRAMS OFFERED BY THE AGENCY IN 2020-21

Section 134(c)(2)(B)(i)

Agency #	
District #	
District	

		Program of Study	Size -Intentionally Designed Pathways				Scope- Experiential Learning			
A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	
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9007600	Computer Science Principles	Yes	No	Sunshine High School	Oceanside High School	All - WBL, CTSO, Capstone	separate framework	Information Technology Cooperative Education - OJT (9004420)	TSA

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Agency Information

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Explanatory Info for Columns

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"Narrative Information and Template Overview"

This document has required prompts for all six sections of the needs assessment and stakeholder engagement.

You may choose to complete this document after the Excel Templates, as insight may be gained through that process.

REQUIREMENTS FOR THE INITIAL
PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA)

Local eligible recipients will be expected to provide narrative and supporting documents in the 2020-21 application for funds (RFA) which demonstrate that the local eligible recipient completed the required activities for the comprehensive local needs assessment (CLNA) as specified in Section 134.

At this time, **Table 1** and **Table 2** represent the information to be requested in the 2020-2021 application with regard to the required CLNA elements section and stakeholder consultation. The required attachments identified below must be completed for all programs in which the agency anticipates enrollment during the 2020-21 academic year. Note that the State Plan is still under development and these requirements may be adjusted as the plan goes through the public review and approval process. In addition, the RFA is still under development.

TABLE 1: REQUIREMENTS FOR NARRATIVE AND ATTACHMENTS FOR ELIGIBLE RECIPIENT'S CLNA

Element	Narrative and Attachments
Size, Scope, And Quality	**REQUIRED NARRATIVE INFORMATION FOR MIDDLE GRADES SIZE, SCOPE, AND QUALITY STANDARDS** - Provide an overview of your agency's process for reviewing each middle grades CTE course at each school to determine if it met the state standards for the size, scope, and quality. - Provide the percentage of all middle grades courses that met the state standards for size, scope, and quality. **SIZE: Intentionally Designed Pathways** • Does the LEA provide an opportunity for middle grades students to earn CTE high school credit? If "yes," describe the CTE high school credit bearing courses and course numbers by school available to middle school students. • If response to previous question was "yes," does the LEA provide an opportunity for interested students to take at least two additional CTE courses in high school in the same program started in middle school? • *Note: Perkins funds may not be used to support CTE high school credit bearing courses in middle grades unless the LEA can demonstrate additional program coursework is available in high school.* • Identify the 9-12 CTE program title(s) and program number(s) by

The Process

SSQ Process - Who, What, When, How

With your leadership team, you will have to decide:

- <u>Who</u> will be completing the narrative and Excel Templates? Is there a way the task can be divided up among leadership team members?

- <u>What</u> local information sources contain info required for the narrative and Excel Templates?

- <u>When</u> will these requirements be completed? How long do you expect this to take? When will budgeting and planning take place?

- <u>How</u> can this process integrate with stakeholder engagement and regional collaboration?

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Stakeholder Engagement on SSQ

Important topics to engage stakeholders on related to SSQ:

- Work-based learning
- Credential/certification/license selection
- Skills – technical, academic, employability
- Equipment, technology, and materials
- Educator professional development
- Equity and access

See the CLNA Toolkit for example engagement questions, lists of required stakeholders, and engagement strategies.

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Resources and Requirements

- Contact Perkins@fldoe.org with questions

- Visit the FDOE CLNA site for:
  - **Required CLNA Documentation**
    - Summary of CLNA Requirements
    - Labor Market Alignment Templates and Resources
    - Size, Scope, and Quality Templates
    - Stakeholder Consultation Template
  - **Training and Resources**
    - CLNA Toolkit, which provides guidance on CLNA process management, data analysis, and stakeholder engagement
    - Recordings and PowerPoint slides on the CLNA
    - National CLNA resources

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Questions – FAQ & Open Mic/Chat

Frequently Asked Questions (1)

- Q: Can programs not meeting all criteria be Perkins funded?

- A: No, with important exceptions for programs being developed, newly implemented, or brought in to SSQ compliance (Sec. 135). Perkins funds can only be used on in-development programs if they:

  - Have enrollment during the fiscal year in which the funds are spent.

  - Are fully established before the end of the duration of the locally-offered, SSQ-compliant course sequence. For instance, a District starting a new program has under three years to start offering work-based learning, a credential, the full course sequence, etc. for a three year program.

  - Use funds to cover expenses outlined in the Perkins law, section 135, Local Use of Funds.

  - Beginning with the 2020-2021 fiscal year, meet needs outlined in the Labor Market section of the Comprehensive Local Needs Assessment (CLNA).

Use caution to avoid supplanting violations.

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Frequently Asked Questions (2)

- <u>Q:</u> How do I find my Agency/District/College #?

- <u>A:</u> Your grant manager or previous RFAs.

Frequently Asked Questions (3)

- <u>Q:</u> How is work-based learning defined?

- <u>A:</u> Perkins V Sec. 3(55) definition: "WORK-BASED LEARNING.—The term 'work-based learning' means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction."

FDOE guidance and webinar are forthcoming.

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Frequently Asked Questions (4)

- <u>Q:</u> Do I have to list the high schools/instructional sites/campuses for the Scope and Quality criteria?

- <u>A:</u> No. Size requires listing schools/sites/campuses, but Scope and Quality are to inventory the offerings across at the eligible recipient level across all locations.

Frequently Asked Questions (5)

- <u>Q:</u> What additional CLNA documentation needs to be maintained locally?

- <u>A:</u> All data and stakeholder engagement documentation related to identified needs should be maintained for reference, monitoring, and audits.

Frequently Asked Questions (6)

- <u>Q:</u> Should programs not yet offered but rather intended based on education or economic need be listed on the SSQ Excel sheet?

- <u>A:</u> Yes, but only if they will meet all criteria listed on FAQ slide 1.

Frequently Asked Questions (7)

- **Q:** Does a program have to be a part of a program of study to be funded?

- **A:** No. However, it is in the best interest of students to have a fully developed program of study sequence.

Frequently Asked Questions (8)

- **Q:** Does a secondary eligible recipient have to offer a middle school course or program?

- **A:** No. However, it is in the best interest of students to have a fully developed program of study sequence.

Frequently Asked Questions (9)

- **Q:** Our agency offers CTE programs not funded with Perkins dollars. Do they have to be included in SSQ?

- **A:** Yes, all CTE programs offered by the agency must be included in the CLNA, even if a program does not receive Perkins funding. Additionally, agencies should examine local labor market need to determine if additional program offerings should be pursued.

Other Questions?

Please use the chat or your phone/microphone to ask any question related to Size, Scope, and Quality or the CLNA.

Upcoming Webinars

Date	Topic
Wednesday, January 15, 2020 @ 2-3pm	Size, Scope, and Quality for POSTSECONDARY Agencies
Wednesday, January 22, 2020 @ 10-11am	Labor Market Alignment
Wednesday, January 29, 2020 @ 10-11am	Programs of Study

February Webinar Topics (Dates TBD):
- Work-Based Learning
- Student Perkins Indicator Performance
- Equity and Access
- Faculty & Staff Recruitment, Retention, and Training
- Root Cause Analysis, Prioritization, and Planning

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